



# **Newbridge Primary School**

# **Child Protection Policy**

Author: Gill Kennaugh  
Role: Designated Lead for Safeguarding  
Date originated: June 2009  
Reviewed: September 2017  
Next review: September 2018 (Annually)

## Named personnel with designated responsibility for Child Protection

Academic year	Designated Senior Person (DTCP)	Deputy Designated Senior Person	Nominated Governor	Chair of Governors
2008-2009	Gill Kennaugh	John Croker	Amanda Crutchley	Victoria Jansseune
2009-2010	Gill Kennaugh	John Croker	Amanda Crutchley	Victoria Jansseune
2010-2011	Tobin Hempleman	John Croker	Amanda Crutchley	Victoria Jansseune
2011-2012	Gill Kennaugh	John Croker	Amanda Crutchley	Victoria Jansseune
2012-2013	Gill Kennaugh	John Croker	Amanda Crutchley	Victoria Jansseune
2013-2014	Gill Kennaugh	Kristian Hancock	Amanda Crutchley	Victoria Jansseune
2014-2015	Gill Kennaugh	Kristian Hancock	Amanda Crutchley	Michelle O'Doherty
2015 - 2016	Gill Kennaugh	Kristian Hancock	Amanda Crutchley	Michelle O'Doherty
2016 - 2017	Gill Kennaugh	Kristian Hancock	Amanda Crutchley	Michelle O'Doherty
2017 - 2018	Gill Kennaugh	Jacky Hansard	Amanda Crutchley	Michelle O'Doherty

### Policy Review dates

Review Date	Changes made	By whom	Date Shared with staff
Sept 2010	DTCP references changed from Gill Kennaugh to Tobin Hempleman for duration of Ms Kennaugh's maternity leave.	Full Governing Body GK	September 2010
Sept 2011	Training log updated Sec 1.1 ISA registration removed Sec 1.4 updated school e-safety lead Sec 1.5 removed Tobin Hempleman Sec 1.8 replaced Leo Dickens with Nicola Bennett Sec 1.8 removed Tobin Hempleman Sec 1.9 replaced Fiona Deane with Rod Dixon Sec 3.2 Added TED Sec 3.7 replaced Trina Shane with Nicola Bennett Appendix 1 updated contact list Appendix 5 new form added Appendix 6 removed ISA registration	Full Governing Body GK	September 2011
Sept 2012		Full Governing Body GK	September 2012
Sept 2013	Training log updated Sec 1.1 CRB replaced with DBS Volunteers information added Sec 1.8 replaced Nicola Bennett with Julie Downey/Jackie Dees Appendix 1 updated contact list Appendix 2 updated C2 form		

September 2014	Training log updated Removed Core Principles Removed DfES guidance 'Safeguarding Children and Safer Recruitment in Education' Jan 2007 and replaced with 'Keeping Children Safe in Education (2014) 1.1 DTCP removed and replaced with Designated Lead for Safeguarding	Full Governing Body GK	September 2014
September 2015	Updated Training Log Section 1.6 – inserted information on Early Help Offer Section 2 – inserted requirement on CSE, FGM and Counter Terrorism and Security Act 2015	Full Governing Body GK	September 2015
September 2016	Updated Training Log Section 1.1 amended Cherry Hill for Tony Day Section 1.9 Jackie Watts amended for Ann Hardy	Full Governing Body GK	September 2016
March 2017	Section 2 updated with the use of the Equality Incident Report Form	GK (March 17)	September 2017
March 2017	Section 2 updated with definition of Private Fostering and duty to report	GK(March 2017)	September 2017
September 2017	Section 8: added Jacky Hansard as Deputy DLS	GK Sept 2017	September 2017
September 2017	Section 11 added Michelle O'Doherty to act as the nominated governor if an allegation is made against the Headteacher.	GK Sept 2017	September 2017
October 2017	Section 12 Reference made to the different forms of abuse with a link to Keeping Children Safe in Education 2016 and reference to Annex A  Additions to School Commitment regarding SEND pupils requiring additional support – taken from KCSiE 2016		

#### Dates of Staff Training and details of course title and training provider

Level 2 CP Training	Designated Teacher	Deputy Designated Teacher	
	Gill Kennaugh 7-8/5/09	John Croker 25-26/11/09	
	Tobin Hempleman 25-26/01/11		
	Gill Kennaugh 10-11/11/11		
	Gill Kennaugh 5/12/13 (Neglect)	Kris Hancock 9 and 10 12/13	
	Jacky Hansard 28 29/9/17 (2 Day multi agency)		
Safe Recruitment Training	Headteacher	Deputy Headteacher	Governors
	John Croker 19/10/09  Kris Hancock	Gill Kennaugh 17/7/09 20/3/13 30/9/14	Victoria Janseunne Amanda Crutchley Ishbel Tovey Michelle O'Doherty

			30/9/14
<b>E-Safety</b>		Gill Kennaugh	
<b>Whole School Level 1 CP Training</b>	<b>Teachers</b> 12/5/09 3/5/12 29/1/14	<b>Non-teaching staff</b> 14/1/09 9/5/12 23/1/14	<b>Governors and Volunteers</b> 28/4/14
<b>Prevent Training</b>	<b>Gill Kennaugh</b> 4/7/16 <b>Staff</b> March 2017 June 2017	<b>Kristian Hancock</b> 4/7/16	
<b>Train the Trainers (CP)</b>	<b>Gill Kennaugh</b> 16/9/16		

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## INTRODUCTION

**This policy applies to all adults, including volunteers, working in or on behalf of the school. This policy should be read in conjunction with the Code of Conduct for Staff, Governors, Students and Volunteers and Keeping Children Safe in Education 2016.**

‘Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings; and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting

Newbridge Primary School is committed to safeguarding and promoting the welfare of all of its pupils; each pupil’s welfare is of paramount importance.

We recognise that some children may be especially vulnerable; children with special educational needs (SEND) and disabilities can face additional safeguarding challenges. We recognise that additional barriers can exist when identifying abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

## Section 1

# PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

## 1. Safer recruitment and selection

The school pays full regard to 'Keeping Children Safe in Education'. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking List 99 and Disclosure and Barring Checks.

Statutory changes, underpinned by regulations and followed by the school are that:

- a DBS checklist obtained for **all** new paid appointments to the school's workforce,
- a DBS check is obtained for volunteers further to a risk assessment considering the regularity, frequency, duration and nature of contact
- school will ensure that any necessary contracted staff are DBS checked where appropriate
- school must keep a single central record detailing a range of checks carried out on their staff
- all new appointments to the school workforce who have lived outside the UK are subject to additional checks as appropriate
- school must satisfy itself that supply staff have undergone the necessary checks
- identity checks must be carried out on all appointments to the school workforce before the appointment is made

The Headteacher, Deputy Headteacher, Designated Lead for Safeguarding and the Chair of Governors' will have undertaken Safer Recruitment Training. This training is available upon request from B&NES Local Authority.

One of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

### Disclosure and Barring Service

The Criminal Records Bureau (CRB) and the Independent Safeguarding Authority (ISA) have merged into the Disclosure and Barring Service (DBS). CRB checks are now called DBS checks.

### Volunteers in School

Anyone interested in a specific, advertised volunteering opportunity should first talk to the point of contact given for the opportunity. This person will be able to provide further information about the opportunity and answer the prospective volunteer's questions.

If the prospective volunteer then decides they would like to take the opportunity, they will be referred to the Volunteers Coordinator to arrange the completion of relevant paperwork. This paperwork will often include completion of an application form for a Disclosure and Barring Service (DBS) check (which is free).

Whether or not it is necessary to complete a DBS check for a volunteer depends on individual circumstances. The key factors are these:

- Whether the individual already has an “in date” (less than three years old) DBS check from another school in B&NES. If they do, they will not require another DBS check
- Individuals who are already volunteering at Newbridge - or have done previously - and whose CRBs have expired, do NOT require rechecking provided there has not been a gap of any longer than three months in which they have not volunteered at Newbridge since their CRB expired.
- Therefore, for “current” or “previous” Newbridge volunteers, if the period since they last volunteered is less than three months they do NOT need a DBS check. If the period is three months or more, they DO need a DBS check, unless the teacher or member of school staff requesting the volunteer assistance is able to guarantee (on the “Volunteer Help Wanted” that the volunteer(s) required will not be involved, at any time, in “Regulated Activity”
- For “new” Newbridge volunteers (i.e. any individual - whether or not they have or had children at Newbridge – who has not volunteered at Newbridge before), they WILL need a DBS check, unless the teacher or member of school staff requesting the volunteer assistance is able to guarantee (on the “Volunteer Help Wanted”) that the volunteer(s) required will not be involved, at any time, in “Regulated Activity”

If a DBS application form does need completion, the volunteer will need to show the Volunteers Coordinator originals of the following identity documents: a valid UK passport; a valid UK driving licence (if appropriate) with the photo card and paper version both presented; something showing the individual’s National Insurance number; and an official letter (less than three months old) bearing the individual’s current home address.

As well as completing any necessary DBS application form, volunteers will also be required to read and sign the “Volunteer Agreement”, which sets out the school’s expectations of volunteers and asks volunteers to confirm they have received a copy of this policy. Volunteers will also be required to read and sign a copy of this policy.

Volunteers will also be required to read the ‘Code of Conduct’.

**Regulated Activity** is defined as:

- any activity which involves contact with children and is of a specified nature (e.g. teaching, training, care, supervision, advice, treatment or transport) frequently, intensively and/or overnight.
- any activity which allows contact with children or and is in a specified place (e.g. schools, children’s home, etc) frequently or intensively.
- certain defined positions of responsibility (e.g. school governor, trustees of children’s charities).
- no distinction is made between paid and voluntary work

**Frequently** means one or more days per month (or within a 4 week period)

**Intensively** means contact over two or more days (can be for a short period of time i.e. one hour on each contact).

These definitions are an attempt to manage those contacts between adults and children where there is an opportunity to build a relationship of trust.

Mrs Cherry Hill PA oversees the DBS checks for all employed members of staff and the DBS checks for all volunteers. All records are kept in the Headteacher's office.

Mrs Hill also updates the required Single Central Register of all staff members, volunteers and school governors who have obtained the required DBS and dates of their renewal. This data base is stored electronically on the school system.

## **2. Safe practice**

The school follows statutory guidance as in 'Keeping Children Safe in Education' and the school's Code of Conduct for Staff, Governors, Students and Volunteers.

Safe working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender or sexuality;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

## **3. Safeguarding information for pupils**

The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

Through the PSHE curriculum, school assemblies and through outside visitors we inform children how they can keep themselves safe.

## **4. Online Safety**

### **Support**

The Local Authority through the LCSB has an E-Safety Officer to advise staff on e-safety issues, and identify training needs.

The school has a designated E-Safety Coordinator who will have the responsibility for promoting and co-ordinating the E-Safety Policy. The E-Safety Coordinator will need to receive e-safety training as provided by the Local Authority.

### **Internet Use Policy**

The Internet Use Policy/Parental Consent Form promotes responsible use of the internet by ensuring that users are responsible and safe, that they are not exposed to any damaging material and that systems are protected from accidental or deliberate misuse. They will apply to staff, volunteers, parents and children.

The Online Safety Coordinator will:

- periodically review and update their IUP in line with the revised B&NES Internet Policy
- ensure that every user has read and signed the IUP to say they accept the policy
- ensure all users are aware of how to report incidents
- provide advice and guidance to parents on how to protect their child at home.

The Parental Consent Form regarding photographic images and filming is given to each parent/carer on their child's entry to school. This form is stored in the Individual Pupil File in the blue cabinets.

## **5. Partnership with parents/carers**

The school shares a purpose with parents and carers to keep children safe from harm and to have their welfare promoted.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm (see Section 3: 3 Action by Designated Teacher for Child Protection)

We encourage parents to discuss any concerns they may have about any child with Gill Kennaugh Acting Headteacher.

We will make parents aware of our policy through the school website and through the school newsletter. Parents/Carers are made aware that they can view this policy on request.

This is the insert that appeared in the school newsletter:

*Newbridge Primary School is committed to ensuring the welfare and safety of all children in school. All Bath and North East Somerset schools including Newbridge Primary School follow the Bath and North East Somerset Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their child/ren. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's child protection policy is available on request.*

## **6. Partnerships with others**

It is crucial, particularly through contact with universal services, that action is taken to identify problems early and put in place additional support rather than reacting to the symptoms of problems later when much more support may be required and better outcomes are harder to achieve. The school recognises that it is essential to establish positive and effective working relationships with other agencies e.g. Local Authority, Social Care, Brighter Futures, Police, Health, National Youth Advocacy Service, CAMHS. 117 Project, Waterside Project, Southside Project, etc.

## **Early Help / Common Assessment Framework (CAF)**

Evidence shows that 'Early Help' both leads to better outcomes for children and young people and is cost-effective. Effective early help means providing support as soon as problems arise, at any stage in a child's life. Early Help relies upon all adult and children's services to identify those children and families that would benefit from early help; undertaking a comprehensive assessment of the need for early help and providing help to address need/s and improve outcomes.

Complete the Early Help assessment/ CAF if needs are unclear, multiple or complex ,begin common assessment with family. Remember this is a voluntary process and signed consent is needed to complete a common assessment.

The person who undertakes the Early Help assessment (and identifies the need for multi-agency support) is responsible for convening the first TAC meeting from which a Lead Professional is agreed. Support for these roles is offered by the Integrated Working Team. The Lead Professional acts as the main point of contact for the child or young person and their family, and co-ordinates delivery of integrated services.

## **7. School training and staff Induction**

The school's Designated Safeguarding Lead (Gill Kennaugh) and the Deputy (Jacky Hansrad) with designated responsibility for child protection undertake Level 2 Child Protection Practice and Procedures training which is provided by the Local Authority and refresher training at 2 yearly intervals

All other staff undertakes Level 1 Child Protection training provided by the Local Authority or the qualified DLS, who can lead the training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at 3 yearly intervals.

All staff (including temporary staff, volunteers and outside providers) are provided with the school's child protection policy and Code of Conduct.

Guidance on child protection training requirements is available from [melanie\\_argles@bathnes.gov.uk](mailto:melanie_argles@bathnes.gov.uk)

## **8. Support, advice and guidance for staff**

Staff will be supported by Gill Kennaugh DLS.and/or Deputy Designated Safeguarding Lead, Jacky Hansard.

Advice and support is available from the Integrated Safeguarding Officer for B&NES, the Duty Social Worker at Children's Services B&NES and the Police Child Abuse Investigation Team B&NES.

## 9. Related school policies

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety, bullying, arrangements for meeting the medical needs of children, providing first aid, school security, drugs and substance misuse, etc.

The following policies at Newbridge Primary School will relate to this policy:

Code of Conduct for Staff, Governors, Students and Volunteers  
Health and Safety Policy  
Attendance Policy  
PSHE Policy  
E-Safety Policy  
Behaviour, Discipline and Anti-Bullying Policy  
Sex and Relationships Education Policy  
Equal Opportunities and Diversity Policy  
Students, Work Experience and Volunteers Policy  
Whistle Blowing Policy

### Children Missing from Education

The school follows the Bath and North East Somerset procedures for reporting absence/children missing from education. The school's CME Officer is [jackie\\_watts@bathnes.gov.uk](mailto:jackie_watts@bathnes.gov.uk)

The school has its own Attendance Policy and if staff have any concerns regarding attendance this should be brought immediately to the attention of the DLS.

## 10. Pupil information

In order to keep children safe and provide appropriate care for them the school requires accurate and up to date information. This is requested by the school office when a pupil joins the school and is recorded on the school data form. This form is stored electronically on the SIMS system and there are also paper files for each year group stored in the office for teacher reference.

- Names (including any previous names), address and date of birth of child
- Names and contact details of persons with whom the child normally lives
- Emergency contact details (if different from above)
- Travel Arrangements
- Dietary Needs
- Medical Information
- Ethnicity

Personal information appertaining to each child is kept in a locked filing cabinet in the Deputy Head's office.

Child Protection information is filed separately by pupil name. The DSL has responsibility for storing this information. This information is shared with colleagues on a need to know basis.

- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- If the child is or has a Child Protection Plan

- Minutes of Case Conference, Core Meetings, Strategy Meetings and Professionals Meetings
- Copies of C2 referrals to Social Care or any other supporting agency e.g. school nurse
- Name and contact detail of key persons in other agencies, including GP
- Any other factors which may impact on the safety and welfare of the child

## **11. Roles and responsibilities**

### **The Governing Body should ensure that:**

- the school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- a senior member of the school's leadership team is designated to take lead responsibility for child protection (and deputy);
- staff undertake appropriate child protection training;
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- Michelle O'Doherty is the nominated governor to be responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse being made against the Headteacher
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged

### **The Headteacher should ensure that:**

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

## **The role of the Designated Lead for Safeguarding**

### **Referrals**

- refer cases of suspected abuse or allegations to the relevant investigating agencies;
- act as a source of support, advice and expertise within the school
- liaise with Deputy Headteacher inform her of any issues and ongoing investigations and ensure there is always cover for this role.

## **Training**

- to recognise how to identify signs of abuse and when it is appropriate to make a referral
- have a working knowledge of how LSCBs operate, the conduct of a child protection case conference and be able to attend and contribute to these
- ensure that all staff have access to and understand the school's child protection policy
- ensure that all staff have induction training;
- keep detailed accurate secure written records and/or concern
- obtain access to resources and attend any relevant or refresher training courses at least every two years

## **Raising Awareness**

- ensure the child protection policy is updated and reviewed annually and work with the governing body regarding this
- ensure parents/carers are made aware of the child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later
- where a child leaves the establishment, ensure the child protection file is copied for the new establishment and transferred to the new school separately from the main pupil file.

## **All staff and volunteers should:**

- fully comply with the school's policies and procedures
- attend appropriate training
- inform the designated person of any concerns

## Section 2

# IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

## Definitions

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18<sup>th</sup> birthday.

**Harm** means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

**Abuse and Neglect** are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

**Physical Abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.

**Sexual Abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways

**Emotional Abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food and clothing, shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caretakers)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional need.

## Specific safeguarding issues

School staff can access government guidance as required on the issues listed below via GOV.UK and other government websites and refer to Annex A in Keeping Children Safe in Education 2016, which contains important additional information about specific forms of abuse and safeguarding issues. The full document can be found at:

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550511/Keeping\\_children\\_safe\\_in\\_education.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)

- bullying including cyberbullying
- children missing education – and Annex A
- child missing from home or care
- child sexual exploitation (CSE) – and Annex A
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – and Annex A
- forced marriage- and Annex A
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults
- private fostering
- preventing radicalisation – and Annex A
- relationship abuse
- sexting
- trafficking

## Peer on peer abuse

All staff should be aware that safeguarding issues can manifest themselves via **peer on peer abuse**. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school policy and procedures with regards to peer on peer abuse. (see Behaviour and Anti-Bullying Policy)

**Equality Incident Report Form** : As part of the work of the Anti-Bullying Strategy Group, a [Serious Equality Incident Report Form](#) (SEIRF) has been developed for recording incidents involving children and young people (CYP). The form is accompanied by a [guidance handbook](#) (updated March 2017).

This form is relevant to all CYP settings. It covers all of the protected characteristics of the Equality Act 2010 and can capture racist, homophobic, biphobia, transphobic and disability related incidents; and in addition it captures serious incidents relating to other vulnerable groups, such as children in care.

All concerns must be reported using the Equalities Incident form available at:

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. For information on specific aspects please refer to 'Keeping Children Safe in Education 2016' page 12.

## Private Fostering Arrangements

Staff must immediately report to the DSL if they suspect that a pupil may be in private fostering arrangements.

**Definition of private fostering:** A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break. Exemptions to this definition are set out in Schedule 8 to the Children Act 1989.

Private fostering arrangements can be a positive response from within the community to difficulties experienced by families. Nonetheless, privately fostered children remain a diverse and potentially vulnerable group.

Please see link for Replacement Children Act 1989 Guidance on Private Fostering

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/274414/Children\\_Act\\_1989\\_private\\_fostering.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/274414/Children_Act_1989_private_fostering.pdf)

## Child Sexual Exploitation (CSE)

Child Sexual Exploitation (CSE) has become a growing and serious concern and is recognised as a form of child sexual abuse.

At Newbridge Primary School we strive to support and teach learners about how to make positive choices and informed decisions in their relationships so that they develop awareness and can protect themselves from all potential forms of sexual exploitation and abuse. We promote healthy friendships and relationships through the school ethos, school policies, learner/staff relationships and the curriculum.

The LSCB identify the following 6 principles as underpinning the CSE procedures and guidance:

1. Sexual exploitation includes sexual, physical and emotional abuse, and, in some cases, neglect.
2. Children and young people do not make informed choices to enter or remain in sexual exploitation, but do so due to coercion, enticement, manipulation or desperation.
3. Young people under 16 cannot consent to sexual activity: sexual intercourse with children under the age of 13 is statutory rape. (Sexual Offences Act 2003)
4. Sexually exploited children and young people should be treated as victims of abuse, not as offenders.

5. Many sexually exploited young people have difficulty distinguishing between their own choices about sex and sexuality, and the sexual activities they are coerced into. This potential confusion should be handled with care and sensitivity by professionals.
6. The primary law enforcement effort must be made against the coercers and adults who sexually exploit young people. In some cases young people themselves may exploit other young people, and in these cases law enforcement action may also be necessary.

Sexual exploitation involves both girls and boys under the age of 18. The children involved must be regarded as potential victims of abuse. Increasingly, victims are children under 16 years of age, from all communities and cultures and include a significant proportion of looked after children.

### **Vulnerability factors to CSE**

Children are more vulnerable to abuse through sexual exploitation if they have experience of one or more of the following:

- Child sexual abuse;
- Domestic violence within the family;
- Family breakdown;
- Physical abuse and emotional deprivation;
- Bullying in or out of school;
- Family involvement in sexual exploitation;
- Parents with a high level of vulnerabilities (drug / alcohol, mental health etc);
- Drug / alcohol, mental health or other difficulties themselves;
- Being looked after in residential care; and
- Going missing frequently

By virtue of regular contact with young people, school staff are well placed to notice changes in behaviour and physical signs which may indicate involvement in sexual exploitation. School staff should also be mindful of the risks posed by CSE and remain alert to the potential for this and need to respond immediately by bringing this to the attention of the DSL.

### **Female Genital Mutilation**

The school uses the World Health Organisation definition as written below. Definition of FGM: *“Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons.”* (World Health Organisation-1997)

The UK Government has written advice and guidance on FGM that states; “FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child’s right to life, their right to their bodily integrity, as well as their right to health.

“Girls are at particular risk of FGM during school summer holidays. This is the time when families may take their children abroad for the procedure. Many girls may not be aware that they may be at risk of undergoing FGM. UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. However, women from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women.”

### **The following are some signs that the girl may be at risk of FGM:**

- The family belongs to a community in which FGM is practised
- The family makes preparations for the child to take a holiday, e.g., arranging vaccinations, planning an absence from school
- The child talks about a ‘special procedure/ceremony’ that is going to take place

- An awareness by a midwife or obstetrician that the procedure has already been carried out on a mother, prompting concern for any daughters, girls or young women in the family

**The following are some signs that FGM may already have taken place:**

- Prolonged absence from school and noticeable behaviour change on return to school
- Avoidance of specific classes or activities such as PE or sports, giving reasons of bladder, menstrual or abdominal problems
- Girls finding it difficult to sit still in class or looking uncomfortable when sitting
- Girls complaining of pain between their legs, or talking about something someone did that they are not allowed to talk about.

**Counter Terrorism and Security Act 2015**

The Counter Terrorism and Security Act 2015 was published on 12th March 2015. Section 26 of the Act places a duty on schools in England (and Wales) to prevent people being drawn into terrorism. This duty applies to all schools, whether publicly-funded or independent, and organisations covered by the Early Years Foundation Stage framework. The duty also applies to children’s homes. Statutory guidance has been published and comes into force on 1st July 2015.

Schools leaders (including governors) must:

- establish or use existing mechanisms for understanding the risk of extremism
- ensure staff understand the risk and build capabilities to deal with it
- communicate and promote the importance of the duty
- ensure staff implement the duty effectively

Other duties on schools include:

- effective partnership working with other local agencies, eg. LSCB, police, health, etc.
- information sharing
- maintaining appropriate records
- assessing local risk of extremism (including Far Right extremism)
- demonstrating they are protecting children
- developing clear protocols for visiting speakers
- safeguarding policies that take account of LSCB policies and procedures
- training staff to give them knowledge and confidence
- ensuring there is robust IT protocols that filter out extremist materials
- school buildings must not be used to give a platform to extremists

**Prevent Duty Guidance for England and Wales July 2015**

All publicly-funded schools in England are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. They must also promote community cohesion. Independent schools set their own curriculum but must comply with the Independent School Standards, which include an explicit requirement to promote fundamental British values as part of broader requirements relating to the quality of education and to promoting the spiritual, moral, social and cultural development of pupils.

Early years providers serve arguably the most vulnerable and impressionable members of society. The Early Years Foundation Stage (EYFS) accordingly places clear duties on providers to keep children safe and promote their welfare. It makes clear that to protect children in their care, providers must be alert to any safeguarding and child protection issues in the child’s life at home or elsewhere. Early years providers must take action to protect children from harm and should be alert to harmful behaviour by other adults in the child’s life.

Early years providers already focus on children’s personal, social and emotional development The Early Years Foundation Stage framework supports early years providers

to do this in an age appropriate way, through ensuring children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

Schools are subject to the duty to have due regard to the need to prevent people from being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent duty is not intended to limit discussion of these issues. Schools should, however, be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

## Section 3

# TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated teacher with responsibility for child protection (or the deputy designated person) prior to any discussion with parents.

## 1. Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

## 2. Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. If a child has a special educational need that may impair their ability to express such information, we will ensure that the assigned teaching assistant has the necessary communication skills to support in this. e.g. Makoton.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record.

## Principles

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that she can make an informed decision of what to do next. Wherever possible information should be recorded on the school's Child Concern Form (see appendix).

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?', Use TED: tell me..., explain to me....., describe to me.....in order to help elicit information
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate

## 3. Action by the Designated Lead for Safeguarding (or other senior person in their absence)

Following any information raising concern, the DLS will consider:

- any urgent medical needs of the child
- making an enquiry to the Duty and Referral Team
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Social Care
- the child's wishes

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
  - whether to make a child protection/child in need referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately
- OR**
- not to make a referral at this stage
  - if further monitoring is necessary
  - if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard C2 referral form (see appendix).

## 4. Action following a child protection referral

The DLS or Deputy DLS will

- make regular contact with Social Care
- contribute to the Strategy Discussion and Initial Assessment
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children has a Child Protection Plan contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- share all reports with parents prior to meetings
- where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, discuss this with the Integrated Safeguarding Officer
- where a child having a Child Protection Plan moves from the school or goes missing, immediately inform the key worker in Social Care

## 5. Recording and monitoring

**School will record:**

- information about the child, name (aka) address, d.o.b., those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from school, any court orders, if a child is or has been subject to a CP Plan
- key contacts in other agencies including GP details
- any disclosures/accounts from child or others, including parents (and keep original notes)
- all concerns, discussions, decisions, actions taken (dated, timed and signed) and arrangements for monitoring/review

**All records should be objective and include:**

- statements, facts and observable things (what was seen/heard)
- diagram indicating position, size and colour of any injuries (not photograph)
- words child uses, (not translated into 'proper' words)
- non-verbal behaviours

All CP documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked in the DSL's office and only accessible to the Headteacher and DSL. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Teacher for Child Protection.'

**School will monitor:**

**Any cause for concern including where there could be serious child welfare concerns:**

- Injuries/marks
- Attendance
- Changes e.g. mood/ academic functioning
- Relationships
- Language
- Behaviour
- Demeanour and appearance

- Statements, comments
- Medicals
- Stories, 'news', drawings
- Response to P.E./Sport
- Family circumstances
- Parental behaviour/ care of child

The DSL will review all monitoring arrangements in the timescale and manner determined by circumstances, recorded and clearly understood by all concerned.

## 6. Supporting the child and partnership with parents/carers

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The DSL will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

## 7. Managing allegations against staff and volunteers

We follow the Bath and North East Somerset Safeguarding Board procedures:

### Definition of an allegation

For the purpose of this process an allegation is where an adult working with or on behalf of children has:

- Behaved in a way that has harmed, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates unsuitability to work with children.

### Initial Action

- The person who has received an allegation or witnessed an event will immediately inform the Headteacher and make a record
- In the event that an allegation is made against the Headteacher the matter will be reported to the Chair of Governors who will proceed as the 'Headteacher'
- The Headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the **immediate** safety of children
- The headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The Headteacher will consult with the LADO (in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation)

- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The Headteacher will inform the Chair of Governors of any allegation.

The named Local Authority Designated Officer (LADO):

[Melanie\\_argles@bathnes.gov.uk](mailto:Melanie_argles@bathnes.gov.uk) 01225 396974

### **The Local Authority Designated Officer:**

- will discuss all allegations with the Headteacher and where necessary will assist them in establishing whether the allegation fits the criteria as set out in Working Together 2006.
- should be informed of **ALL** allegations that come to the Headteachers attention. The LADO and the Headteacher will then discuss and agree next steps.
- is also responsible for chairing Strategy meetings with the police and the Headteacher, with other staff where necessary to agree and plan any further investigation/action relating to the allegation.
- will maintain an information database in relation to all allegations and producing quantitative and qualitative reports as required.

Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely stored in the Headteacher's office. Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

## Appendix 1

### CONTACTS

Integrated Safeguarding Officer LADO:	Melanie Argles as above	01225 396974 as above
CME Officer	Jackie Watts	01225 394365
E-Safety Officer B&NES	John Barnes	01225 396220
Bath Locality Family Team Manager	Julie Morris	01225 477084
Referral and Assessment Bath Locality		01225 396313/4
Emergency Duty Team – out of hours		01454 615165
Avon and Somerset Police		0845 456 7000
B&NES Domestic Abuse Investigation Team		01225 842788

## School Child Concern

This form must be used by any member of staff when they have a concern about a child or family. This form must be passed to the DSL

<b>Child's Name:</b>	<b>Year:</b>	<b>Class:</b>	
<b>Nature of concern:</b>			<b>Date/Initials</b>
<b>Other adults aware:</b>			
<b>Contact with parents/carers (if any)</b>			
<b>Action:</b>			

**Referral Form (C2) to Social Care****Children's Service  
Safeguarding, Social Care and Family Service****Children's Social Care Referral Form**

This form is to be used by all professional agencies referring a child / young person to social care service. **It is the responsibility of the referrer to provide as much information as possible and advise the parents/carers of the referral.**

If outside of office hours please call the Emergency Duty Team on 01454 615165

<b>Date of Request</b>	
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**Child/ren's Details**

Full Name	DOB / EDD	Gender	Disability	Ethnicity
			Choose an item.	Choose an item.
			Choose an item.	Choose an item.
			Choose an item.	Choose an item.
			Choose an item.	Choose an item.
			Choose an item.	Choose an item.
<b>Address</b> (Main residence of child/ren)				
<b>Phone number</b>				

**Family Members and Significant People:**

Name	Relationship to child	Date of Birth	Contact Number / Address

<b>Parental Responsibility held by:</b>

### Referrer's Details

<b>Name</b>	
<b>Job Title</b>	
<b>Telephone number</b>	
<b>Agency</b>	
<b>Address</b>	
<b>Email</b>	
<b>Your role with this family</b>	

**Any other agencies or professional's involved with this child/ family** (Please list any professionals who are currently working or who have recently worked with this child/ family)

<b>Name</b>	<b>Role / Professional relationship</b>	<b>Agency</b>	<b>Contact Number / Address</b>

<b>In your opinion, is there a need for urgent action to protect the child and/ or any other children in the household?</b>	<b>YES / NO</b>
<b>If yes, why:</b>	

<b>Does the concern involve abuse or neglect?</b>	<b>YES / NO</b>
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- Emotional Abuse     
  Neglect     
  Physical Abuse     
  Sexual Abuse

<b>What is the nature of the concern?</b> (select all that apply – click in box to select)
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- Substance Misuse Parent/Carer      Is this...       Child/YP      or
- Mental Health Parent/Carer      Is this...       Child/YP      or
- Homelessness      Is this...       YP      or       Family
- Risk of Family breakdown       Private Fostering
- Acrimonious Relationship between Parents/Carers       Domestic Abuse
- Sexually Inappropriate Behaviour Exploitation       Risk of Sexual
- Poor Attachment/Emoti        Home Conditions
- Challenging/Socially Unacceptable Behaviour       Risk of Offending

Parenting Capacity

Lack of Income

Other, please detail:

**What are your concerns and what is the impact on the child/ren and family?**

<b>Has a CAF been completed for this child?</b>	<b>YES / NO</b> If yes please attach CAF to this form (If you don't have the CAF, when was it completed and by whom?)
<b>If not, what support has been offered and what was the outcome?</b>	

**Any other relevant information?**

The professional referrer should have informed the parents/carers of the intention to make the referral. This is quite different from obtaining consent. This should only not be done when informing the parent would compromise the safety of the child or other children in the family.

**Please do not hesitate to contact a duty social worker if you would like advice whether it would be appropriate to inform parents of the referral.**

<b>Have you informed the family that you are making this referral?</b>	<b>YES / NO</b>
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<b>If no, please detail why</b>	
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**Please email this form to:** [ChildCare Duty@bathnes.gov.uk](mailto:ChildCare_Duty@bathnes.gov.uk)

**Telephone:** 01225 396313 or 01225 396312

**Fax:** 01225 39 5416

**Post:** Children and Families Assessment and Intervention Team – CHIN/DUTY,  
Children's Service, PO Box 25, Riverside, Temple Street, Keynsham, Bristol, BS31  
1DN

## REQUEST FOR SUPPORT

**Our vision: All children will do better in life than they thought they could.**

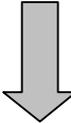
**Our mission:**

- To ensure that all children and young people are safe
- To tackle inequalities and close the attainment gap
- To ensure swift and easy access at the point of need

**To request support for a child/young person within Bath and North East Somerset, there are three simple processes:**

1. If you are concerned about the immediate safety of a child or young person, you should speak to your manager and/or seek advice from the Social Services Referral and Assessment team on 01225 477000, or email: [childcaredutyteam@bathnes.gov.uk](mailto:childcaredutyteam@bathnes.gov.uk)
2. For children and young people with a clearly identified need which can be met by one service complete the attached Request for Support form and return to the service needed. (This form does not replace the referral to health services via the single point of entry).

Please send only one copy of this request with signatures and any supporting paperwork.

To refer to a named practitioner:	To refer to a service:	
<div style="text-align: center;">  <p><b>Complete this form and return to the named practitioner.</b></p> </div>	<div style="text-align: center;">  <p><b>Complete this form and return to:</b></p> </div>	
	<b>Children's Centre Services</b>	<b>Inclusion Support Services</b>
	Early Years Keynsham Town Hall Keynsham BS31 1ED <a href="mailto:early_years@bathnes.gov.uk">early_years@bathnes.gov.uk</a>	Locality Co-ordinator PO Box 25, Riverside Keynsham, BS31 1DN <a href="mailto:locality_coordinator@bathnes.gov.uk">locality_coordinator@bathnes.gov.uk</a>
	<b>Specialist Behaviour Service</b>  Pupil Administrator The Link Frome Road, Odd Down Bath BA2 5RF <a href="mailto:bap_pupil_administrator@bathnes.gov.uk">bap_pupil_administrator@bathnes.gov.uk</a>	<b>School Nurse support</b>  School Nurse Team Leader St Martin's Hospital Clara Cross Lane Bath BA2 5RP <a href="mailto:schoolnursing@banes-pct.nhs.uk">schoolnursing@banes-pct.nhs.uk</a>

3. For children with multiple/unclear needs, practitioners should start a Common Assessment in consultation with the child and family. For further information, or to submit a completed Common Assessment, please contact the Common Assessment and Lead Professional Co-ordinator, [CAF@bathnes.gov.uk](mailto:CAF@bathnes.gov.uk), 01225 395092.

**REQUEST FOR SUPPORT**  Please tick where appropriate  
(delete empty box first and paste ticked box)

<b>Request by:</b> <i>(Requesting agency/organisation)</i>	
<b>Contact Person and Phone Number:</b>	
<b>Position Held:</b>	

<b>Child/Young Person</b>		<b>Date of Birth</b>	<b>Year Group</b> <i>(if relevant)</i>
<b>Forename(s)</b>	<b>Surname</b>		
<b>Male</b>		<b>Female</b>	<input type="checkbox"/>
<b>Ethnicity: WHITE BRITISH</b>			
<b>Address(es):</b>		<b>Telephone Nos:</b>	
<b>Name of Parents/Carers</b> <i>(and address if different from above):</i>		<b>Relationship</b> <i>(indicating parental responsibility):</i>	

<b>Setting/School</b> <i>(if relevant):</i>	
	In care <input type="checkbox"/>
<b>NHS Number/Unique Pupil Number:</b>	

<b>Please indicate strengths and difficulties from the point of view of:</b>		
<b>1) child/young person</b>	<b>2) parent/carer</b>	<b>3) requesting agency</b>

**Please give details of strategies implemented to date, indicating what has been successful:**

**Other Agencies involved (and name of practitioner, if known):**

- |                                                                                                                                                                                                                      |                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Health Visitor<br><input type="checkbox"/> Connexions<br><input type="checkbox"/> Youth Offending Team<br><input type="checkbox"/> Social Care<br><input type="checkbox"/> CAMHS | <input type="checkbox"/> School Nurse<br><input type="checkbox"/> Children's Centre Services<br><input type="checkbox"/> Midwife<br><input type="checkbox"/> Other:GP<br><input type="checkbox"/> Other:<br><input type="checkbox"/> Other: |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Please indicate or give details of the service/support requested:**

<b>Children's Centre Services</b> (e.g. Stay & Play sessions, Extended Services)	<b>Inclusion Support Services</b> <input type="checkbox"/> Children Missing Education Service <input type="checkbox"/> Educational Psychology Service <input type="checkbox"/> Learning Support Service <input type="checkbox"/> Portage
<b>Specialist Behaviour Support Service</b>	<b>School Nursing Service</b> <input type="checkbox"/> School Nurse

<b>Please indicate the best outcomes for the child/young person following intervention:</b>	<b>Please outline the longer term support that you will offer following the support requested</b>
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**Child/Young Person's view of this request:**

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**Parent/Carer's view of this request:**

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<b>Signature Consent</b> ( <i>SBS, Learning Support, Educational Psychology, Children Centre Services</i> ):	<b>Parent/Carer(s) consent:</b>	
	<b>Headteacher</b> ( <i>SBS only</i> ):	
<b>Verbal Consent</b> ( <i>School Nursing Service only</i> ):	<b>Verbal consent given by parent</b> <input type="checkbox"/> <b>by young person</b> <input type="checkbox"/>	

<b>Request made by:</b>	<b>Date:</b>

<b>Request acknowledged</b> ( <i>office use</i> ):		<b>Name:</b>		<b>Date:</b>	
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## Appendix 8

### Useful Documents/Websites:

“What to do if”	<a href="http://www.teachernet.gov.uk/childprotection">www.teachernet.gov.uk/childprotection</a>
	<a href="http://www.ecmgov.uk/deliveringservices/informationsharing">www.ecmgov.uk/deliveringservices/informationsharing</a>
Safer working practice	<a href="http://www.teachernet.gov.uk/docbank/index.cfm?id=8200">http://www.teachernet.gov.uk/docbank/index.cfm?id=8200</a>
Information Sharing	<a href="http://www.ecm.gov.uk/deliveringservices/informationsharing">www.ecm.gov.uk/deliveringservices/informationsharing</a>
Staff employment	<a href="http://www.isa.gov.org">www.isa.gov.org</a>
	<a href="http://www.bathnes.gov.uk/NR/rdonlyres/2EC322B4-30CA-4C78-9BF0-7B110E14D110/0/Guidancesafeworkingpractices.pdf">http://www.bathnes.gov.uk/NR/rdonlyres/2EC322B4-30CA-4C78-9BF0-7B110E14D110/0/Guidancesafeworkingpractices.pdf</a>

### Pupil support:

[www.nspcc.org.uk/kidszone/helpline](http://www.nspcc.org.uk/kidszone/helpline)  
[www.childline.org.uk/YourPlace/Pages/GoodStuff.aspx](http://www.childline.org.uk/YourPlace/Pages/GoodStuff.aspx)  
[www.missdorothy.com/](http://www.missdorothy.com/)  
[www.crucial-crew.org/](http://www.crucial-crew.org/)

Author:	Gill Kennaugh
Role:	Designated Teacher for Child Protection
Date written:	June 2009
Date agreed:	16 <sup>th</sup> September 2009
Date reviewed:	13 <sup>th</sup> September 2011
Next review date:	September 2012
Date agreed:	16 <sup>th</sup> September 2012
Next review date:	September 2013
Date agreed:	17 <sup>th</sup> September 2013
Next review date:	September 2014
Date agreed:	18 <sup>th</sup> September 2015
Next review date:	September 2016
Date agreed:	13 <sup>th</sup> September 2016
Next review date:	September 2017
Date agreed:	26 <sup>th</sup> September 2017